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ABSTRACT

This curriculum guide for nutrition education grade 1, was designed to incorporate knowledge of thirteen concepts into the child's decision-making processes as a food consumer. These concepts, as covered by the guide, are: affecting bodily well-being through nutrition; affecting dental health through nutrition; models for diet selection; controlling bacterial growth in foods; how to keep foods safe temporarily; treating foods to prolong safe usage; ethnic food traditions; family food customs; effects of peer influence on food habits; effects of advertising on food choices; supply of money affects food choices; accessibility of food affects food choices; preparing foods in different ways. Each concept is taught in one lesson, which can usually be accomplished in about a half hour. Careers in health and food production are also identified. Each lesson involves an activity using oral communication skills and sometimes illustrative, dramatic, or written skills. Several duplication masters are included. (RE)

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Making Nutrition Education Count

A GUIDE FOR NUTRITION EDUCATION K-6

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Making Nutrition Education Count A Guide for Nutrition Education K-6

JULY 1975

Prepared by Patricia Kratky, R.D. and Lois Haigh with assistance in development of the curriculum format from LaVonne Elsbernd.

The curriculum has been developed as a Pilot Project with funds provided by the Minnesota State Department of Vocational Education under the direction of Audrey Grote, Vocational Program Supervisor, Consumer-Homemaking, in cooperation with the Clay County Vocational Cooperative Center. The project administrator was Melvin O Salberg.

CLAY COUNTY VOCATIONAL COOPERATIVE CENTER
2323-16 Avenue South, Moorhead, MN 56560

We wish to thank the K-3 teachers in Barnesville, Dilworth, Glyndon-Felton and Hawley elementary schools for their consideration and help during the testing period for the project.

Special thanks are extended to Thomas Sandhei, principal, and the faculty at Sharp Elementary school in Moorhead for their time and effort in teaching these lessons as a part of the testing process.

Many suggestions from all of these teachers have been incorporated into the lessons contained in this curriculum.

When duplicating these materials please give credit to Clay County Vocational Cooperative Center and the authors -- Thank you.

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MAKING NUTRITION EDUCATION COUNT

Only a half century ago, the science of nutrition was born in test tubes and animal experiments. Early knowledge demonstrated the effect of nutrition on health with remarkable clarity. Recent research has expanded the consequences of inadequate nutrition. Using recent accurate information to influence personal habits demands that the information be presented to every individual in an understandable and meaningful manner.

An infant's eating patterns becomes the adult's eating habits. The longer an imperfect pattern is continued, the more difficult it becomes to incorporate accurate information into the pattern. Helping the *elementary* student to incorporate accurate nutrition information into his life style becomes the goal of nutrition education.

Today's child has significant control over his eating pattern. Breakfast foods are often chosen by children. Family values toward sleep and family schedules may force the child to prepare breakfast for himself. Pocket money is often spent for self-selected snacks and meals. Some children prepare meals when the pressure of family schedules allow only individual sandwich meals. Nutrition education must influence these existing areas of decision for children to be meaningful to them.

WHAT IS NEEDED

Many factors influence an individual's dietary decisions. Thirteen of these factors were included in the concepts for this curriculum. While the concepts are related to each other, a given progression is not necessary to build to the final decision-making skill. The concepts follow groupings: affecting the health of the individual, the individual's social background and the individual's personal resources.

CONCEPTS AFFECTING THE HEALTH OF THE INDIVIDUAL

Affecting bodily well-being through nutrition
Affecting dental health through nutrition
Models for diet selection
Controlling bacterial growth in foods
How to keep foods safe temporarily
Treating foods to prolong safe usage

CONCEPTS AFFECTED BY SOCIAL BACKGROUND

Ethnic food traditions
Family food customs
Effects of peer influence on food habits
Effects of advertising on food choices

CONCEPTS AFFECTING PERSONAL RESOURCES

Supply of money affects food choices.
Accessibility of food affects food choices
Preparing food in different ways

HOW TO FIT IT IN

Each concept is taught in one lesson which usually is finished in slightly more than one half hour. More than one concept is taught in some lessons. The primary grades develop awareness in each of the factors influencing nutrition. The upper elementary grades apply and strengthen this awareness.

Concepts affecting health integrate into existing curricula for health and science. Careers in health and food production are also identified.

Each grade level has a different set of activities designed for that grade level's interests and traditional activities. Each activity builds upon skills gained in the preceding grade's activity for that concept. These are exemplary lessons and may need to be adapted for use in a specific classroom.

Each lesson involves an activity. All activities involve oral communication skills. Some activities use illustrative, dramatic, or written skills. The skill required by the activity depends upon the students level of knowledge.

SYMBOLS

Each lesson plan uses symbols to indicate

materials needed

reference materials for student use -- books in large italic capitals -- films, filmstrips, pamphlets in italic.

outline of teaching procedure

outline of student activities

BACKGROUND INFORMATION for the teacher's use and RECIPES are included when necessary.

EQUIPMENT

Each school should make available to every classroom upon need:

dish sponge
mild detergent
wax paper
several sets of graduated measuring cups and spoons
liquid measuring cups
paper towels
large bowl (4 quart)
small bowl (2 quart)
large stirring spoon
covered pitchers
rubber scrapers
hot pads
electric fry pan or selection of covered saucepans and hot plate
manual can openers
disposable dishes and silver as needed
laminated National Dairy Council Food Models

Other equipment will be needed as each lesson indicates.

Plans for a portable mini-kitchen will be available after January 1, 1976.

MAKING NUTRITION EDUCATION COUNT

GRADE 1

LESSON CONCEPT	PAGE NUMBER
Affecting bodily well-being through nutrition	1-1
Models for diet selection	1-3
Controlling bacterial growth in foods	1-12
Storing foods treated to prolong safe usage	1-14
Effect of peer influence on eating habits	1-17
Affecting dental health through nutrition	1-19
Supply of money affects food choices	1-23
Preparing accessible foods in different ways	1-25
Effect of advertising on food choices	1-28
Ethnic food customs	1-32

CONCEPT: Affecting bodily well-being through nutrition

GENERALIZATION: Unless an adequate breakfast is eaten, students are likely to experience a greater mid morning energy drop.

BEHAVIORAL OBJECTIVE: The student will list some foods which constitute an adequate breakfast and some reasons for eating breakfast.

* *

--Cartoon (attached)

--*"Meals and Snacks for You"* (posters - a set of 4)
National Dairy Council
111 North Canal Street
Chicago, IL 60606

--Duplicate cartoons for students to complete.

Display poster "What Makes a Good Breakfast for You" from the "Meals and Snacks for You" set.

Draw a large sad face with a balloon space beside it on the chalkboard or a large sheet of paper. Ask the students why they think this child has a sad face. In addition to emotional and psychological reasons the student might give, the concept should be reached that not eating breakfast in the morning makes one too tired to play or do school work.

Write their reasons for the sad face in the empty balloon space. Give each student a copy of the cartoon to fill in with a happy face. They can draw or list breakfast foods that will make them feel good in the space beside the face.

--Discuss how feelings are effected by not eating an adequate breakfast. Complete cartoon by drawing a happy face and some foods to eat for an adequate breakfast.

This breakfast makes
me feel good.

CONCEPT: Models for diet selection

GENERALIZATION: The energy needed for bodily activity is orovided by energy obtained from foods from the four food groups.

BEHAVIORAL OBJECTIVE: The student will select menus which provide adequate energy for bodily activity by playing the game "Have a Good Day."

* *

--"Have a Good Day" game (board and cards attached)
Collapsible gift box for storing game board and cards

--*"Everyday Eat the 1-2-3-4 Way"* (poster)
National Dairy Council
111 North Canal Street
Chicago, IL 60606

--Make cards for "Have a Good Day" game. Paste board to the top of gift box. Store cards and markers in the box.

Teach the students to play the game.

NOTE: The meals on each card are rated according to the foods from each of the four food groups included in the menu. The number of spaces to be moved are shown on each card by means of black circles in the lower right-hand corner of each card.

--Play "Have a Good Day."
Discuss the difference between the menus which give the body enough energy fc daily activities and the ones which do not. Include snacks in your discussion. Why do some food cards show more spaces?

ADDITIONAL ACTIVITY: Draw new cards that would change rest cards to 2 spare cards.

HOW TO PLAY "HAVE A GOOD DAY" GAME

GETTING READY:

You need: game board, food cards, a marker for each player (coins, erasers, pen caps, small toys, dried peas or beans, others).

Place the food cards face down on the spaces in the center of the game board.

Yellow -- Breakfast
Green -- Lunch
Blue -- Dinner
Red - Snack

Decide who will begin the play. Players count off to the right beginning with player number one. Place the markers on the Sleeping Square.

PLAYiNG

Each player takes turns drawing food cards. On the first round, draw a breakfast card; on the second round draw a lunch card; the third round a dinner card and the fourth round a snack card.

When a player draws a rest card, he loses a turn. On the next turn he draws a snack card and the next meal card and moves as shown.

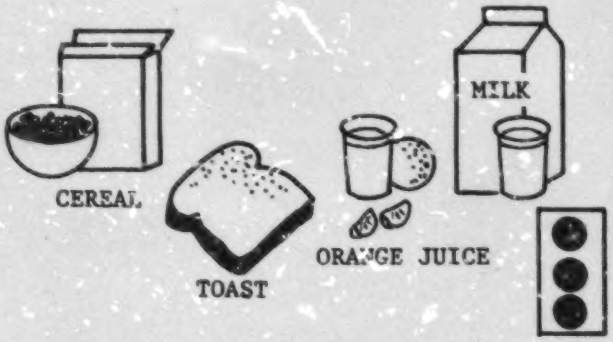
Each player keeps his used cards.

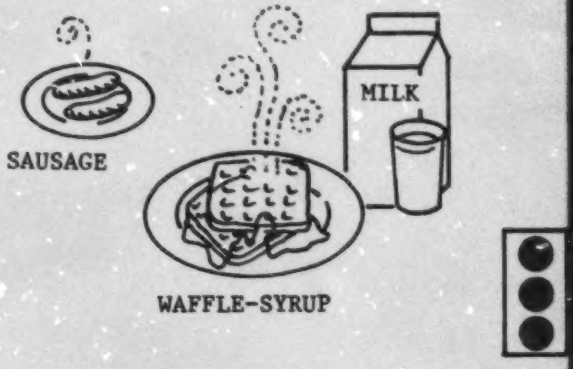
WINNING:

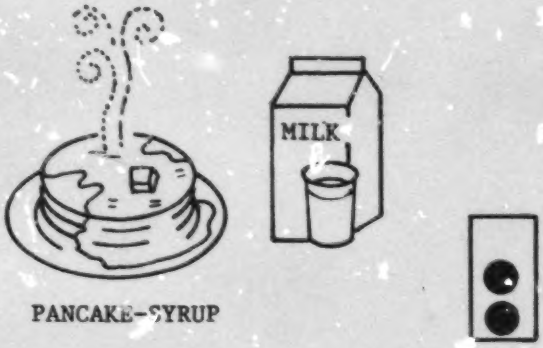
The first player to move all the spaces around the board and return to the sleeping space is the winner.

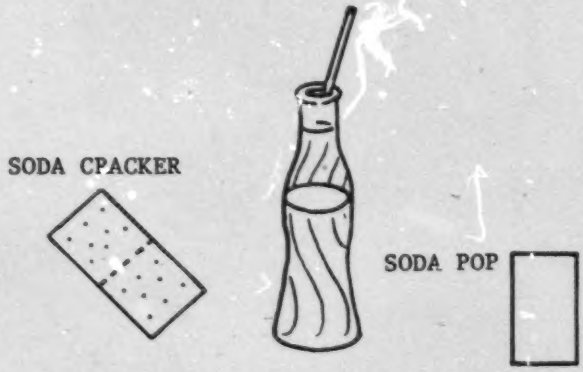
YELLOW BREAKFAST CARDS

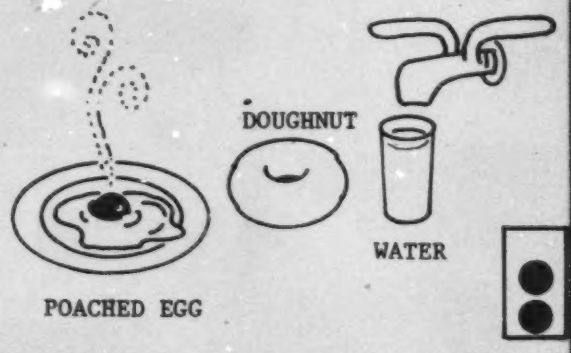
CUT ON DOTTED LINE

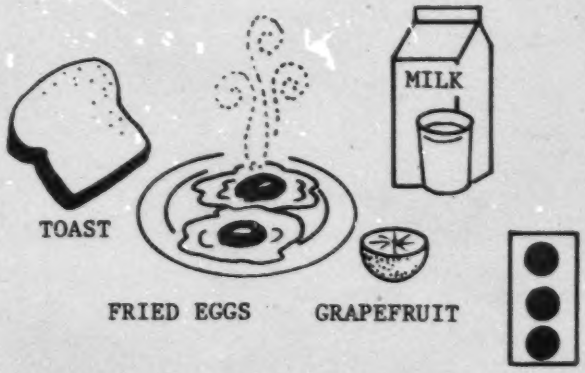


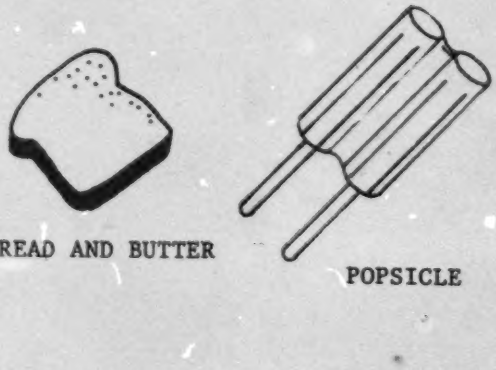












GREEN LUNCH CARDS

CUT ON DOTTED LINE

Pudding with Whipped Cream

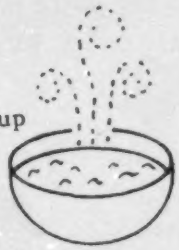
Milk

Hamburger

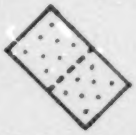
Carrot Sticks

Apple

Chicken Noodle Soup



Milk



Soda Cracker

Corn Chips

Soda Pop

Hot Dog

Tuna Sandwich

Celery Sticks

Milk

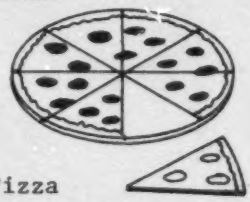
Grapes

Soda Pop

Candy

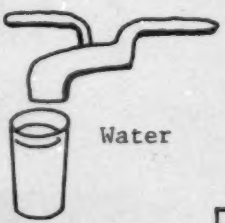
Cake

Soda Pop

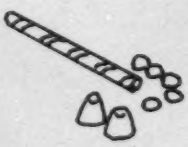


Pizza

Taco



Water



Candy

Coffe

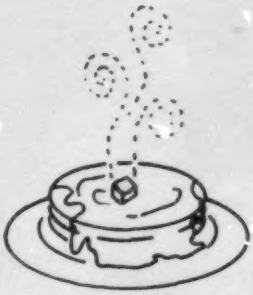
Hard Cooked Eggs

Grapefruit

Tossed Green Salad

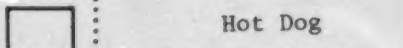
BLUE DINNER CARDS

CUT ON DOTTED LINE



Pancake-Syrup

Soda Pop



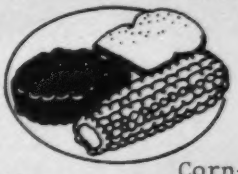
Hot Dog

Milkshake

Banana

Soda Pop

Filled Cake

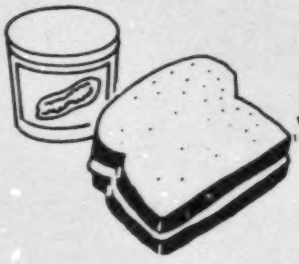


Bread

Chopped Sirloin

Corn-on-the-Cob

Milk



Peanut Butter Sandwich

Potato Chips

Milk

Strawberries

Bread and Butter

Porkchop

Squash

Milk

Popcorn

Cocoa

Jello

Roll and Butter

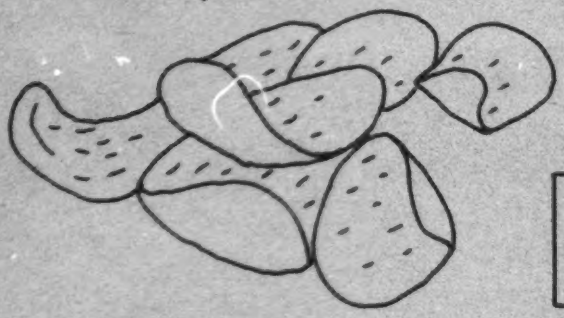
Baked Potato

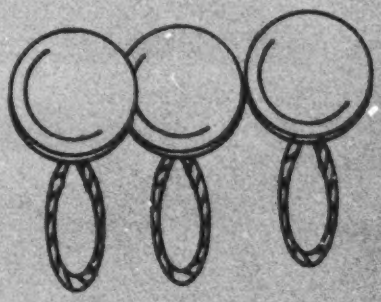
Chicken

Peas

Milk

Potato Chips





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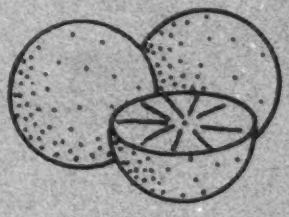
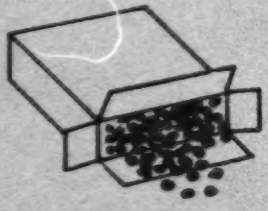
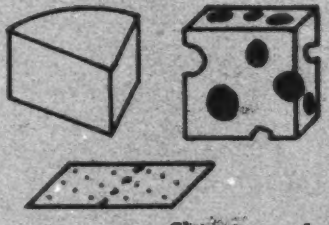


Orange



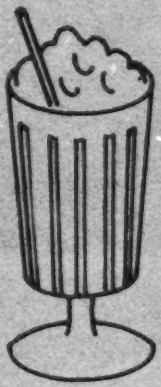
Raisins



Cheese and Cracker

Ice Cream Cone

Hot Dog



Ice Cream So

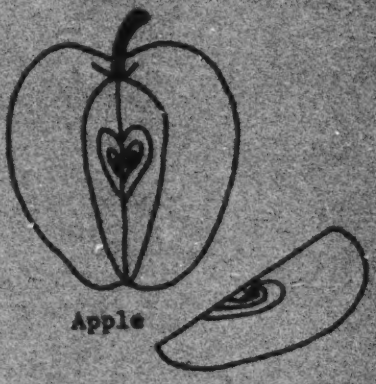
CHERRY SNACK CARDS

CUT ON DOTTED LINE

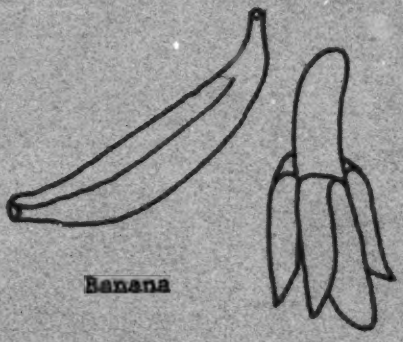
Chocolate Sundae

Coffee

Milkshake

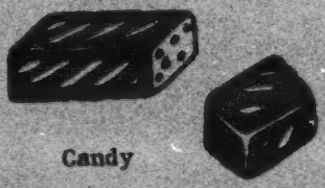


Apple

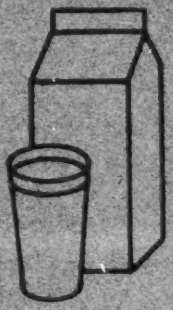


Banana

Soda Pop



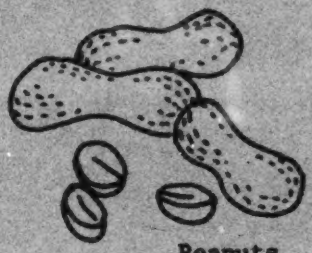
Candy



Milk

CHERRY SNACK CARDS

CUT ALONG DOTTED LINES



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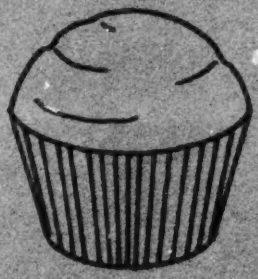
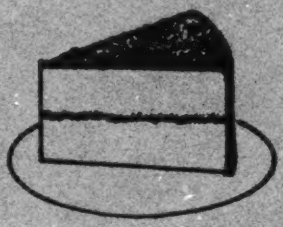
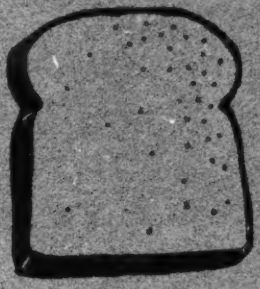


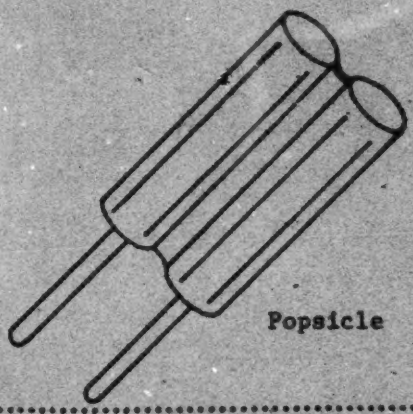
Cupcake



Cake



Bread



Popsicle

17 - A

BREAKFAST

LUNCH

RIDING ON THE SCHOOL BUS
BRUSHING TEETH
DINNER
SNACK
EATING BREAKFAST
WATCHING T.V.
SLEEPING

CONCEPT: Controlling bacterial growth in foods

GENERALIZATION: Food borne illness can be combated by the use of sanitary practices when handling foods.

BEHAVIORAL OBJECTIVE: The student will select foods which can be safely used in carried lunches.

* *

--Brown paper lunch bag
Metal or plastic lunch box
Thermos -- vacuum bottle
Plastic sandwich bags
Food models
Script (attached)

--*"Brown Bag Lunches: Questions and Answers"* (teacher reference)
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

--Assemble container and supplies for packing lunches. Select food models which could represent lunch bag foods.

Tell the students about food safety using the accompanying script as a model.

As the methods of keeping the foods safe are mentioned, show the students the sample containers.

When telling about foods to take, use the food models. Involve the students by asking them to match the food with the container best suited for it. Include a number of foods that do not make good brown bag lunch foods because there is not a really satisfactory method to store and transport them (ice cream, tacos, foods that need to be cooked on the site).

Play "I'm going to pack my brown bag lunch" game. (This is played like a birthday party game called "I'm going to pack my grandmother's trunk.") Foods suitable for brown bag lunches and the method of carrying are mentioned. Each student names the preceding foods in the order they were added, plus one of his own.

--Listen to story about safe brown bag lunch foods.
Match foods and proper methods for keeping and carrying them.
Play game "I'm going to pack my brown bag lunch."

SCRIPT FOR "BROWN BAG BLUES"

The first grade class was planning a field trip. They had been studying about tadpoles in science and decided to hike to the river bank to look for tadpoles. Their teacher suggested that if each one wanted to bring a sack lunch from home they could have a picnic too.

Everyone thought a picnic would be fun. The girls and boys started to plan what they were going to bring for lunch. One student wanted to bring potato salad. Another thought fried chicken and ice cream would be good. Others thought they would like to build a fire and cook their food at the picnic site.

As the planning progressed, Miss Jones could see that there might be some problems with the food the children wanted to bring. She decided this would be a good time to help the children plan lunches which would be safe to eat when lunch time came.

Miss Jones asked if anyone had ever heard of the "brown bag blues?" When everyone said no but would like to know what it was, she told them it was food poisoning caused by carelessness in packing "brown bag" lunches.

The students wanted to know how they could avoid food poisoning problems. Miss Jones told them it was very easy if they remembered a few simple rules.

She said the first thing to remember was to wash hands with soap and water before starting to prepare the food. She said countertops and utensils must also be very, very clean.

It is important to pack each food in a container made especially to keep it safe. That means foods eaten cold, like milk, go in a thermos to keep it cold. Hot foods need a vacuum bottle to keep them really hot. Sandwiches should be put in plastic sandwich bags.

Miss Jones said brown paper bags are convenient because they can be thrown away. Plastic or metal lunch boxes are even better to use because they help to keep food at safe temperatures longer. Lunch boxes can be washed clean and used again.

The boys and girls suggested some of their favorite foods. They talked about what they would need to put those foods in. (Show selected food models -- match with containers. Talk about how to prepare them.) Some of the foods they wanted to take needed a lot of ice to keep them cold before they were cooked. It would be to hard to carry ice all the way to the river. Some foods, like sandwiches, keep really cold a long time if they are frozen before they were put in the lunch boxes. Some foods were already in good packages and just needed to be carefully washed (eggs, fruit). Canned foods are a good idea because they don't need to be kept cold. The cans can be opened just before eating.

"There are really only two rules to remember. Be clean and choose the right container for each food," said Miss Jones.

The boys and girls thought that was easy enough to do. They promised to remember these rules when planning their lunches so no one would suffer the "brown bag blues" when it was over.

CONCEPT: Storing foods treated to prolong safe usage

GENERALIZATION: The powder which remains after removing water from fresh milk can be stored at room temperature without flavor and odor changes.

BEHAVIORAL OBJECTIVE: The student will discover that milk powder stored at room temperature remains fresh smelling and tasting by comparing dried and fresh milk samples kept at room temperature for three days. The student will prepare and serve a beverage made from dry milk powder.

* *

--Experiments with milk (attached)
Picture recipe (attached)
Labels from packages of instant cocoa mix and strawberry milk drink powder

--*"Dry Milk in Every Meal"* (teacher reference)
Agricultural Extension Service
University of Minnesota
St. Paul, MN 55101

--Duplicate picture recipe.

Guide students in setting up both experiments. Help them identify changes occuring. The fresh jar of milk stored in the refrigerator is a control and may be omitted.

Help students identify ingredients in package labels. Identify milk solids or powder as an ingredient.

Direct students in preparation and serving of beverage mixes. It may be advisable to serve ¼ to ½ cup portions.

Suggest students invite guest(s) to share beverage and learn about experiment.

--Observe milk experiments.
Prepare and serve dry milk beverage.
Invite guest(s) to share beverage.
Tell guest(s) about milk experiments.

EXPERIMENTS WITH DRY MILK

EXPERIMENT ONE

EQUIPMENT	FOOD
Small disposable cups	Dry milk Water

Measure 1/3 cup nonfat dry milk powder in a glass.
Add 1 cup water. Use ice cold water from the drinking fountain.

Compare the milk made from nonfat dry milk to the skim milk served in school lunch. Are the color, smell, taste similar?

What must be added to dry milk powder to make it like fresh milk?

EXPERIMENT TWO

EQUIPMENT	FOOD
Small jars with screw lids	Dry milk
Soap	½ pint fresh milk

Wash the jars carefully, rinse well. Fill two jars with fresh milk.
Fill the other clean jar with 1/3 cup dry milk powder.
Cover tightly.
Mark one jar of fresh milk save to be put in the refrigerator.

Notice how the three jars are similar and different.
Put one jar of fresh milk in the refrigerator.
Put the other jars in a place where they can be seen but are not in the way.
Watch them for three days. After three days, notice how the jars are alike and different.

Does the fresh milk in both of the jars smell good? What does it look like? Does the dry milk smell good?

Can dry milk be stored at room temperature without spoiling? Why would it be better to be able to store milk at room temperature than to have to store it in the refrigerator?

INSTANT COCOA MIX -- Makes 26 -- 1 Cup Servings

EQUIPMENT	FOOD
Measuring cups and spoons	7 cups nonfat dry milk (I small box)
Covered gallon container	1 cup sugar
Large bowl	1 cup cocoa
Heating unit for hot water	¼ teaspoon salt
Paper cups	
Teaspoons	

Mix all ingredients well. Store in covered gallon container jar.

For each cup cocoa: put six tablespoons of mix in a cup.
Add a little warm water and make a paste.
Then fill the cup with boiling water.

STRAWBERRY MILK MIX -- Makes 4 -- 1 Cup Servings

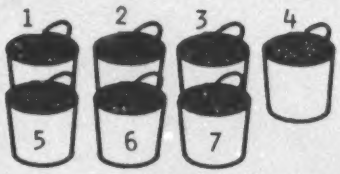
EQUIPMENT	FOOD
Measuring cups	1 package (3 3/4 ounces) sweetened beverage powder
Large bowl	1 cup nonfat dry milk powder
Paper cups	
Teaspoons	

Mix well. Store in a covered quart container.

For each 8 ounce glass: put six tablespoons of mix in the glass. Add a little cool water and make a paste. Then fill the glass with ice cold water from the drinking fountain or add ice cubes.

COCOA MIX

MIX TOGETHER

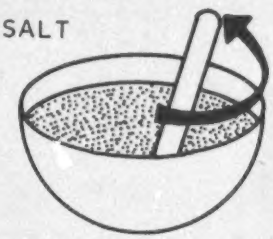


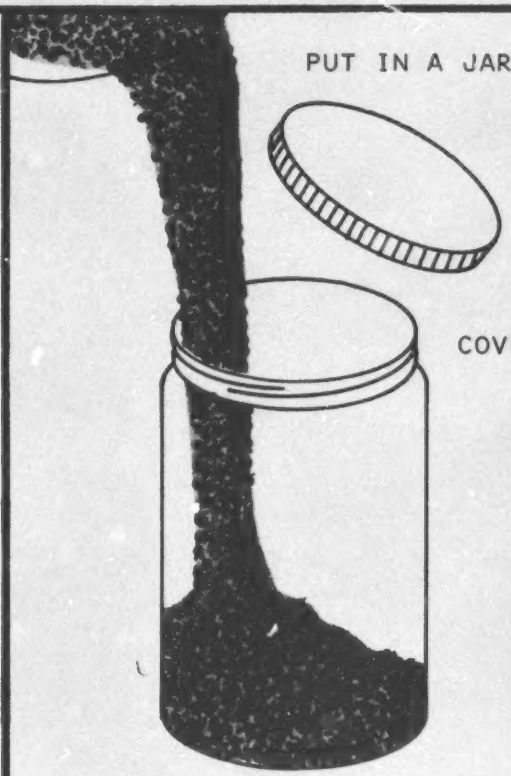
DRY MILK

SUGAR

COCOA

1/4 TEASPOON SALT

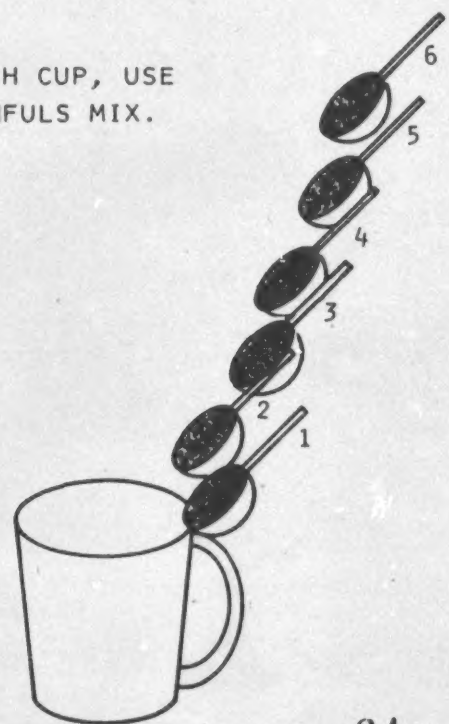




PUT IN A JAR.

COVER.

FOR EACH CUP, USE 6 SPOONFULS MIX.



FILL CUP WITH HOT WATER.

CONCEPT: Effect of peer influence on eating habits

GENERALIZATION: Courtesy and consideration for fellow classmates is necessary in order to create a pleasant school lunchroom atmosphere.

BEHAVIORAL OBJECTIVE: The student will suggest some ways to show courtesy and consideration for others in the school lunch room.

* *

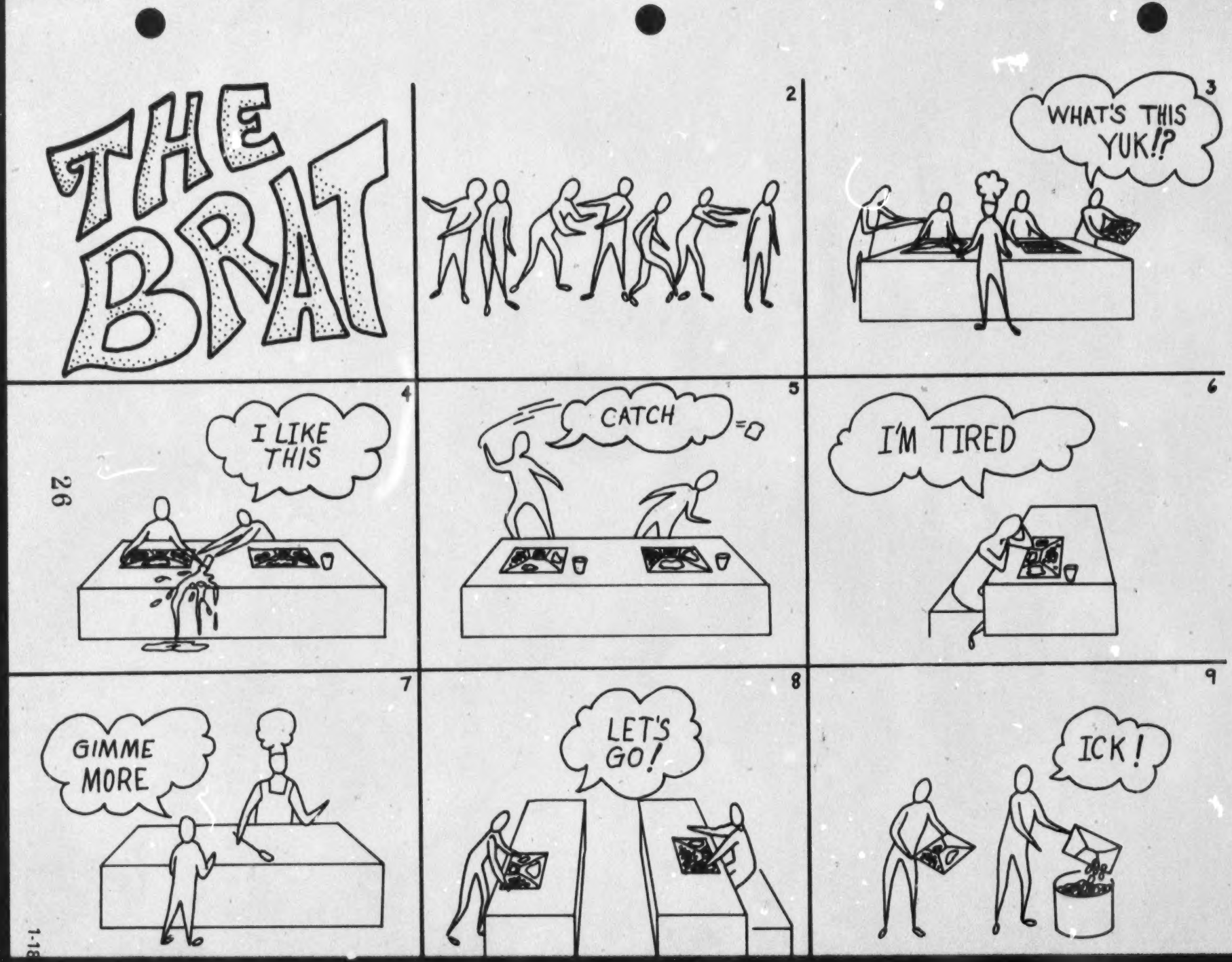
--Comic strip

--Distribute the comic strip to each student and read it with them.

Talk about other things you or the students may have seen happen in the lunchroom.

Ask the students to suggest ways to make lunch time better. Role play some ways to improve manners in the school lunchroom.

--Read comic strip.
Discuss any lunchroom problems and suggest changes which could be made.
Role play.


THE BRAT
2
3
WHAT'S THIS YUK!?
4
I LIKE THIS
5
CATCH
6
I'M TIRED
7
GIMME MORE
8
LET'S GO!
9
ICK!

1-18

CONCEPT: Affecting dental health through nutrition

GENERALIZATION: Establishing the habit of eating low sugar snacks will contribute to better dental and general health.

BEHAVIORAL OBJECTIVE: The student will demonstrate ability to select low sugar after school snacks and will prepare Cubesicles as an example of a low sugar snack.

* *

--Picture recipe for Cubesicles (attached)
Pitcher
Plastic spoons or popsicle sticks
Ice cube trays
Stop and Go sign headings (attached)

--*MEALS AND SNACKS FOR YOU* (poster)
National Dairy Council
111 North Canal Street
Chicago, IL 60606

EVERYDAY EAT THE 1-2-3-4 WAY (poster)
National Dairy Council
111 North Canal Street
Chicago, IL 60606

DIET AND DENTAL HEALTH (teacher reference)
American Dental Association
Minnesota Department of Health
717 S.E. Delaware Street
Minneapolis, MN 55440

--Duplicate picture recipe -- one for each student. Duplicate Stop and Go sign -- one for each student. Use red and green paper if possible.

Make Cubesicles with the children one day. Serve the Cubesicles the following day and while eating them discuss after school snacks. Ask students to name their favorite after school snack. Discuss some reasons for eating snacks which have low sugar content. (fewer cavaties, not as fattening, will not spoil appetite for other nutritious foods)

Play a game adaptation of "Simon Sez....." Name a snack food which is either a low sugar or sugar added food. The students will indicate which it is by holding up the Go sign for low sugar foods and the Stop sign for sugar added foods, e.g. "Simon Sez candy is a low sugar food;" the students would then hold up the Stop sign to show the statement was wrong.

--Prepare Cubesicles.
Discuss reasons for eating low sugar snacks.
Play "Simon Sez" snack game.
Draw pictures of low sugar after school snacks on a wall chart.

SUGGESTED SNACKS FOR "SIMON SEZ" GAME

LOW SUGAR SNACK FOODS

all fresh fruits
all fresh vegetables
cheese
hard cooked eggs
unsweetened fruit juices
instant soups
peanut butter
potato chips
popcorn
pretzels
crackers
tomato juice

SUGAR ADDED SNACK FOODS

candies
soft drinks
cookies
cakes
pies
jello
sweet rolls
doughnuts

CUBESICLES

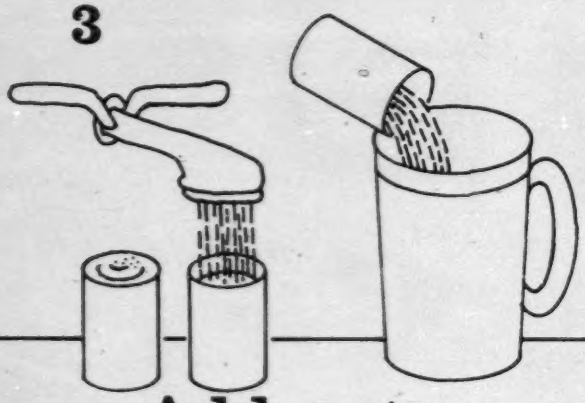
1

Wash hands.

2

Open can of juice.

3

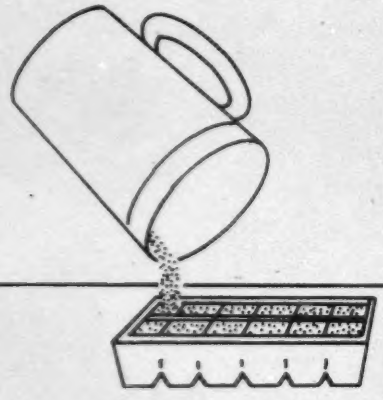


Add water.

4

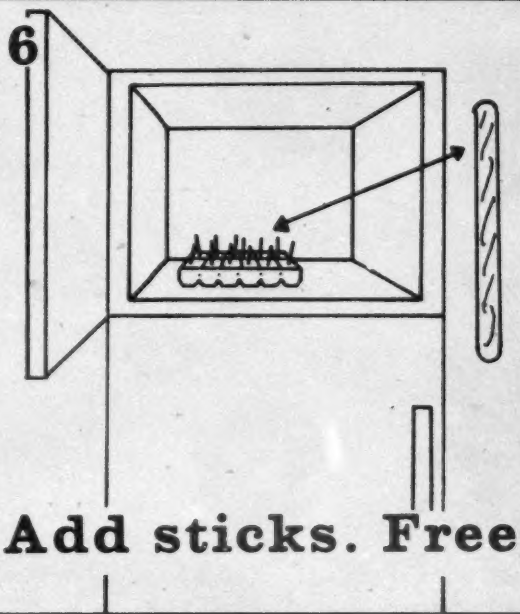
Stir.

5

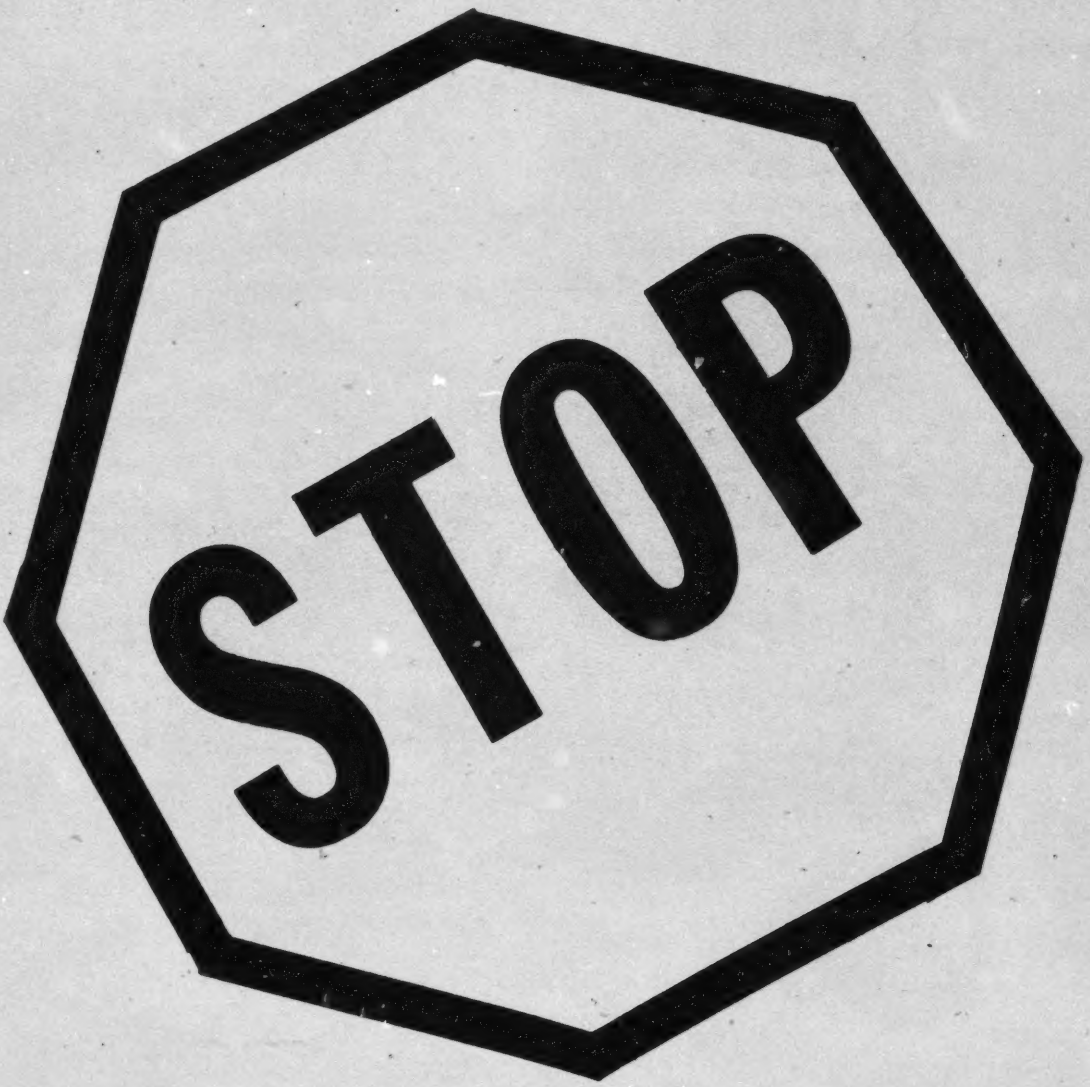


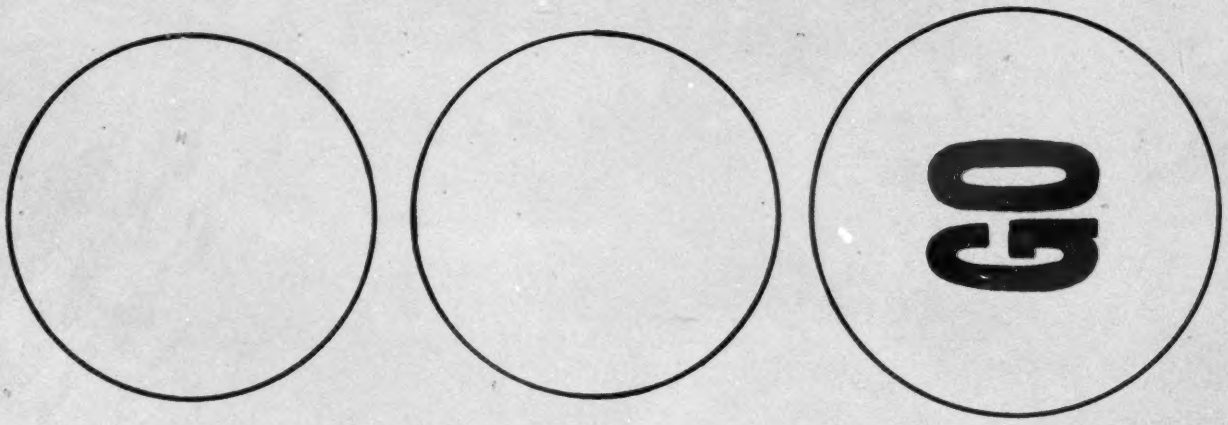
Pour into tray.

6



Add sticks. Freeze


STOP


GO

CONCEPT: Supply of money affects food choices

GENERALIZATION: When the amount of money available for food is fixed or limited, the selection process requires special thought.

BEHAVIORAL OBJECTIVE: The student will select priced snack foods which can be purchased with 25 cents or less.

* *

--Empty snack packages
Coins -- nickels, dimes, and quarters
Worksheet (attached)

--Duplicate worksheet. Have coins available. Price the snack packages. Suggestions follow:

apple -- 10 cents
banana -- 15 cents
orange -- 10 cents
potato chips -- 20 cents
soda pop -- 25 cents
soft ice cream cone -- 25 cents
gum -- 25 cents
candy bar -- 20 cents
crackers and cheese -- 25 cents
peanuts -- 20 cents

Display the priced snack foods. Tell the students to select the snack foods they would buy. Guide children in evaluating whether or not change is needed.

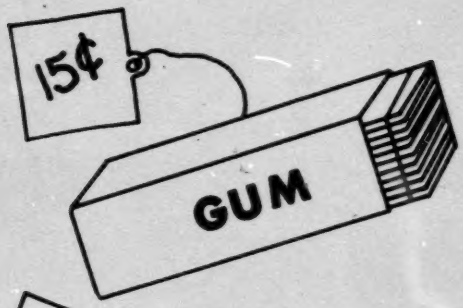
Discuss reasons for choices. Note how many selected low sugar snacks. How many spent the entire 25 cents? How many had to make change?

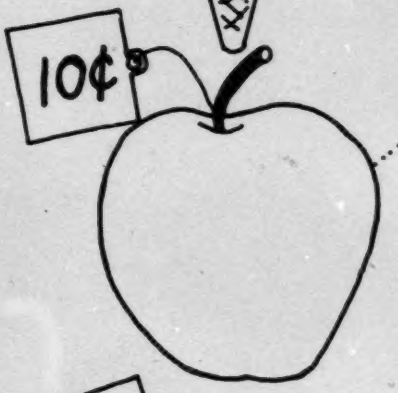
Explain the worksheet to the students.

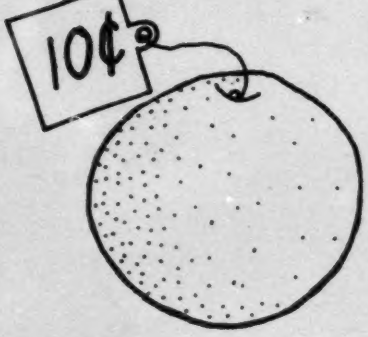
This activity is recommended for a small group or a learning center. This lesson may be related to the snack selection of low sugar foods.

--Select snack foods.
Discuss choices made and reasons for choices.
Do worksheet.

Spend Some Money







CONCEPT: Preparing accessible foods in different ways

GENERALIZATION: Plants and animals provide foods for humans. These foods are prepared and eaten in a number of different ways.

BEHAVIORAL OBJECTIVE: The student will prepare in more than one way selected foods from plant and animal sources.

* *

--2 Mystery Boxes -- 1 for plant foods and 1 for animal foods
Variety of plant and animal foods (suggested list follows)

PLANT FOOD	ANIMAL FOODS
parsley	cheese
zucchini	egg
tangerine	dried beef
walnut	wiener
avocado	shrimp (in the shell)
rutabaga	sausage (in a casing)
mushrooms	
apricot	
nectarines	

--*"Versatile Vegetables -- See How They Grow"* (poster)
Green Giant Company
5601 Green Valley Drive
Minneapolis, MN 55437

"Jane and Jimmy Learn About Fruits and Vegetables" (coloring book)
United Fresh Fruit and Vegetable Association
777--14 Street N.W.
Washington, D.C. 20005

ABOUT FOOD AND WHERE IT COMES FROM
Terry Shannon
Melmont Publishers
Chicago, IL

--Talk about plants and animals as the source of all foods.

Ask the students to name some foods they eat from each source.

Use Mystery Box to introduce unusual foods. Conceal the foods in Mystery Boxes. Let the students feel the foods without seeing them.

Ask them to describe the food telling how it feels, its shape, and texture. Ask them if they can identify it and whether it comes from a plant or an animal.

Prepare the foods for tasting. Most plant foods can be tasted raw as well as cooked by the stir fry method. Eggs can be cooked in a variety of ways: hard and soft cooked, scrambled and fried, made into an egg nog. Meats and cheeses can be eaten in several ways: cheese sandwich (grilled), shredded, cut in chunks and added to salads; dried beef can be creamed and eaten as it comes from the package; weiners can be eaten in many ways the students are quite familiar with (let them suggest ways to eat them); shrimp may be eaten steamed, in variety dishes, dipped in sauces; sausage can be browned, added to main dishes and salads.

--Identify foods and source of foods in mystery box.
Taste plant and animal foods prepared in different ways.

ADDITIONAL ACTIVITIES: Write an original short story or poem about food and where it comes from.

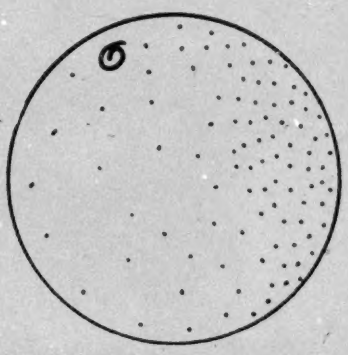
Make a mural which shows food and sources.

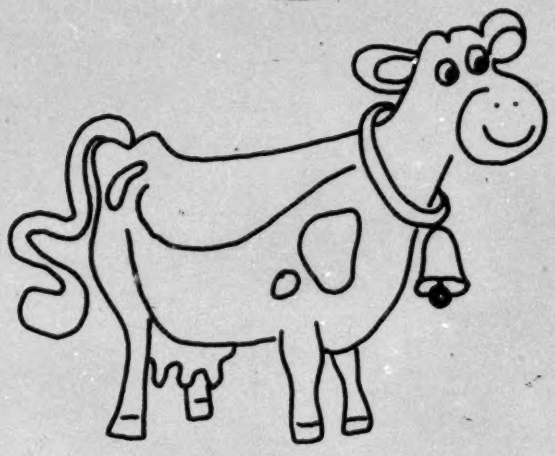
BACKGROUND INFORMATION ON STIR FRYING VEGETABLES

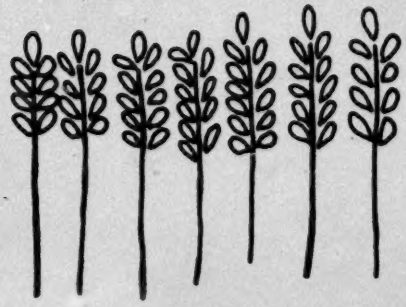
EQUIPMENT	FOOD
Electric fry pan	Any crisp vegetable
Hot pads	Small amount cooking oil
Stirring spoon	Small amount water
Cutting knife	Salt
Cutting board	

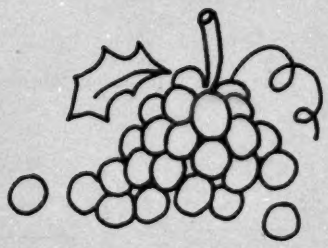
Heat enough oil to coat the fry pan. Add sliced vegetables (¼ inch thick) and salt.
Stir briefly to coat vegetables.
Add enough water to partially cover vegetables. Cover pan.
Cook until water disappears and vegetables remain somewhat crisp.
Butter may also be added if desired.

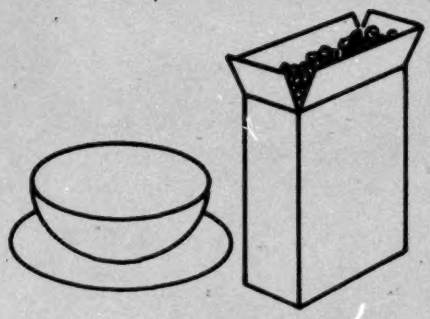
NAME

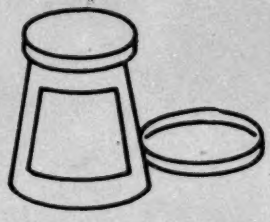


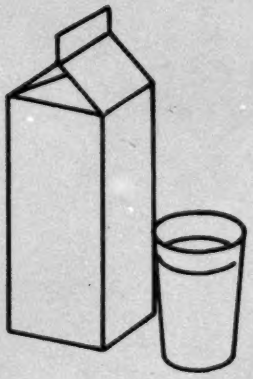












CONCEPT: Effect of advertising on food choices

GENERALIZATION: Attractive advertising creates a positive attitude toward a product thereby influencing purchasing of that product.

BEHAVIORAL OBJECTIVE: The student will listen to three advertisements choosing the one that appeals to them the most, and state reasons for their choices.

* * * * * * * * * * * * * * * * * * *

--Advertising spots (script attached -- tape available)
Trademarks (attached)

--Play tape and display the appropriate trademark. Ask students to decide which one they like the best.

Ask students to choose the advertisement they liked best and vote for it by writing its number on a slip of paper.

Direct students in tabulating the votes.

--Listen to tape and vote.
Count votes.
Explain reasons for personal selection of advertisement.

ADVERTISEMENTS SCRIPT

1. Superbrand fresh tomato juice is on sale at Don's Grocery now. It's only 10 cents for a big quart can. Hurry, before its all sold.

2. Thirsty? Drink ice cold Blue Bird naturally good tomato juice. It's rich red color and yummy taste makes it a super snack. Captain Kangaroo says Blue Bird tomato juice will make you strong and smart naturally. Buy Blue Bird brand fresh tomato juice today and be one of the Captain Kangaroo gang.

3. Is adding hard? Does subtracting mix you up? Then Good Elf tomato juice can help you. Drink Good Elf fresh tomato juice everyday. Save 8 labels and send them with 10 cents to the Good Elf factory. You will receive a magic math computer. The magic match computer will give the right answers to all your school work. Good Elf tomato juice solves your problems.

SUPER
BRAND
1

BLUE BIRD

2

GOOD ELF

CONCEPT: Ethnic food customs

GENERALIZATION: Breakfasts eaten by ethnic groups are nutritionally similar even though the foods may be different.

BEHAVIORAL OBJECTIVE: The student will discover that a breakfast eaten by persons of Chinese descent are nutritionally similar even though the foods differ in appearance.

* *

--Low table (can be improvised by supporting paper covered board on stacks of books)
Rice (usually available from school lunch)
Chopsticks

--*"What Did You Have for Breakfast This Morning?"* (poster)
National Dairy Council
111 North Canal Street
Chicago, IL 60606

EATING AND COOKING AROUND THE WORLD (teacher will have to read parts that apply to the students)
Eric Berry, The John Day Company
New York, NY

THE STUBBORN LAND
Norman Webster
E.M.C. Corporation
St. Paul, MN

--Arrange for cooking rice. Obtain any other Chinese foods available to show and taste.

Set up low table.

Explain to the students that the Chinese style of eating is different from theirs. The Chinese sit on the floor. Chopsticks are used instead of silverware. Many of the foods are prepared differently.

Help students learn to manipulate chopsticks and practice using them.

Use transparency to show the students how the words for foods and utensils would be written and pronounced in Chinese.

Eggs -- ch'i tan (dje-don)
Rice -- hsi fan (she-fon)
Chopsticks -- k'uai (k'wi)
Spoon -- shih (shih)
Plate -- tieh (tya)
Pickled vegetables -- p'ao t'sai (pon t' si)
Salty soybeans -- hsien huang (shyen huang d'to)

Pickled vegetables and salty soybeans are eaten at breakfast time in China. Talk about these and ask if students can think of foods they eat for breakfast which would be different than these.

--Role play Chinese students eating breakfast.
Discuss ways breakfast in China is like and different from breakfast in the United States.
Learn to say the name of Chinese foods and utensils.

ADDITIONAL ACTIVITIES: Invite someone of Chinese descent to class to demonstrate use of chopsticks and talk about other Chinese food customs.

Prepare hard cooked Hen's eggs and pickled vegetables (recipe attached).

PICKLED VEGETABLES (p'as t'sai)

EQUIPMENT	FOOD
Small plate to fit glass beaker	1 quart raw vegetables, mixture of carrots, celery, cabbage – cut into fine slices
Glass beaker or crock	3 tablespoons salt
Refrigerator	1 cup hot water
Spoon	1 tablespoon vinegar
Measuring cups (1 cup)	Cold water
Measuring spoons (tablespoon)	

Put vegetables into glass beaker or crock.
Dissolve salt in hot water, cool.
Pour over vegetables.
Add vinegar and enough cold water to cover 2/3 of vegetables.
Cover and let stand one day.
Pack wilted vegetables under brine. Cover.
Store in refrigerator until ready to eat.

- 蛋 Ch'i tan — Egg
- 飯 Hsi fan — Cooked Rice
- 筷子 K'uai — Chopsticks
- 碟 Tieh — Plate
- 匙 Shih — Spoon